Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Architecture and Environmental Design

Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six

Non-Tenure Track Faculty (NTTF) in the Department of Architecture and Environmental Design are reviewed based on Annual Performance Reviews (APR) or Enhanced Performance Reviews (EPR). The APR assesses performance for annual reappointments. The EPR assesses a pattern of performance over a three-year period. NTTF's APR and EPR assess teaching effectiveness and service activities that are expected of all NTTF in the unit. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels that they better define his or her total contributions in teaching and service.

I. Teaching Effectiveness
All of the following evidence of effective teaching are required for APRs except for the enhanced course activities that are additional requirement for EPRs:

Course Standard (Syllabus)	1) A clear statement of course expectations based on the National Architectural Accreditation Board (NAAB) Student Performance Criteria (SPC) 2) A schedule and methods of assessment 3) Indicators of support for student success (e.g. office hours, identification of support services such as the Learning Commons) 4) Pedagogical efforts that engage students in the learning process
Course Management	1) Faculty contact information 2) Holding regular office hours (minimum four hours per week) 3) Providing course syllabus and information regularly 4) Communicating with students regularly about course changes, class cancellations, change of location, etc.
Course Evaluations	1) Obtaining student quantitative evaluations of 3.0 (Acceptable) or higher on a 5-point scale based on combined average of all courses during the evaluation period. 2) Obtaining acceptable student qualitative evaluations of written comments across all courses during the evaluation period that do not raise significant red flags that could

	indicate the instructor is not meeting minimal standards in the classroom.
Course Observations	1) Generally positive peer evaluations from reviewing faculty of a higher rank.
Enhanced Course Activities that demonstrate successful engagement across the three-year period at least in 3 out of 6 areas	1) Teaching awards and distinctions 2) Letters of reference to assist student job placement, graduate applications or entry application for an award 3) Continuing refinement of course syllabi 4) Development of new course(s) 5) Document innovations in teaching 6) Professional development related to teaching

II. Service Activities

All of the following evidence of effective service are required annually both for APRs and EPRs:

Institutional	1) Records of service on department, college, or university committees 2) Support and coordination responsibilities for department activities 3) Departmental recruitment effort
Community	1) Record of involvement in architecture and design outreach
Professional	1) Record of involvement in professional organizations and/or societies

Academic Unit Procedures for Creation and Submission of NTTF APR and EPR Materials

Annual Performance Reviews (APRs)

The Departmental process for Annual Performance Reviews (APR) follows the procedures stated in Part I of this document. The faculty member submits a dossier incorporating the Annual Faculty Activity Report (A-FAR), curriculum vitae (CV) and supporting documents for review by the departmental NTTF APR Committee.

Enhanced Performance Reviews (EPRs)

The candidate should approach the Department Chair for the deadlines and should be aware of the RTP policy well before the review process begins. The faculty member documents the accomplishments for the review period by means of the Enhanced Faculty Activity Report (E-FAR). The faculty member submits a dossier incorporating the E-FAR. The dossier consists of the following items:

    a.   BGSU formatted Curriculum vitae
    b.   APR evaluations

c.   Teaching portfolio with a narrative statement
d.   Student evaluations
e.   Peer teaching observations
f.   Syllabi
g.   Other artifacts demonstrating teaching effectiveness
h.   Service portfolio containing a service narrative and supporting documentation of service effectiveness.

Unit Faculty Involvement in the NTTF APR Process

The Dossier is reviewed by the departmental NTTF APR Committee which consists of faculty members who are above the rank of the faculty member being reviewed. The Committee's comments will be compiled by the Chair of the NTTF APR Committee. The Department Chair prepares a written recommendation to the Dean, meets with the NTTF member, provides the member with a copy of the written recommendation, and discusses the content of the recommendation.

Academic Unit Criteria and Standards used in NTTF Promotion Review

1. Criteria for Promotion from Instructor to Lecturer
   For promotion from instructor to lecturer, the NTTF candidate generally should be in at least sixth year of full-time employment as an Instructor. Only those who have earned both excellent student evaluations and consistently good peer evaluations in courses pertinent to the instructor's teaching assignment; and who have regularly, promptly, and cooperatively fulfilled their various responsibilities to the Department, its programs, and its students, are eligible for promotion to lecturer.

   Consistent with the discipline of Architecture and Environmental Design, a faculty member seeking the rank of Lecturer:
   1. Shall have at least one of the following credentials at the time of application:
      a. Master of Architecture degree from a NAAB-accredited program at an accredited university or equivalent as determined by EESA-NCARB.
      b. Bachelor of Architecture from a NAAB-accredited program and Master degree in the areas of expertise as listed under number 3 from an accredited university.
      c. An earned doctorate in architecture from an accredited university.
   2. Shall have a minimum of six years' experience as an Instructor in the Department or equivalent college teaching experience in architecture at accredited university. or have at least two years of college teaching at accredited university complemented by professional experience measured at two years per one year of college teaching, adding up to a six-year equivalence of instructor experience.
   3. Shall demonstrate experience as an effective teacher in design studio and in at least one of the following supporting areas of expertise:
      a. History and theory
      b. Cultural studies/humanities
      c. Social sciences

      d. Building sciences and technology
      e. Architectural design
      f. Community engagement
      g. Allied design fields

4. Shall provide annual evidence of effective teaching through:
   a. Acceptable student evaluations: combined average of all courses during the evaluation period of 3.30 or higher on a 5-point scale
   b. Peer teaching observations that fall with an acceptable range (preponderance of positive comments and the absence of significant concern)
   c. Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable
   d. Success of student projects and presentation based on National Architectural Accreditation Board (NAAB) Student Performance Criteria (SPC)
   e. Record and documentation of student achievements
   f. Successful completion of design juries
   g. Instructional development through continued refinement of course syllabi and improvement of instruction
   h. Demonstrated record of professional development activities

5. Shall provide evidence of service activities through :
   a. Evidence of membership and active involvement on department, college, or university committees or other university service projects.
   b. Demonstrated active participation in professional service activities.
   c. Departmental recruitment activity
   d. Architecture and design outreach activities

1. Criteria for Promotion from Lecturer to Senior Lecturer

For promotion from lecturer to senior lecturer, the NTTF candidate generally should be in at least the sixth year of full-time employment as a Lecturer. Only those who have earned both generally high student evaluations and consistently outstanding peer evaluations in courses pertinent to the candidate's teaching assignment; and who have regularly, promptly, and cooperatively fulfilled their various responsibilities to the Department, its programs, and its students, are eligible for promotion to senior lecturer.

Consistent with the discipline of Architecture and Environmental Design, a faculty member with the rank of Senior Lecturer:

1. Shall have at least one of the following credentials at the time of application:
   a. Master of Architecture degree from a NAAB-accredited program of an accredited university or equivalent as determined by EESA-NCARB.
   b. Bachelor of Architecture from a NAAB-accredited program and Master degree in the areas of expertise as listed under number 3 from an accredited university.
   c. An earned doctorate in architecture from an accredited university.

2. Shall have a minimum of six years' experience as a Lecturer in the Department
   a. or equivalent college teaching in architecture at accredited university
   b. or have at least two years of college teaching at accredited university as a lecturer or an academic equivalent, complemented by professional experience

measured at two years per one year of college teaching adding up to six-years equivalent of lecturer experience

3. Shall have experience as an effective teacher in design studio and in at least two of the supporting areas of expertise
   a. History and theory
   b. Cultural studies/humanities
   c. Social sciences
   d. Building sciences and technology
   e. Architectural design
   f. Community engagement
   g. Allied design fields

4. Shall provide evidence of effective teaching through:
   a. Acceptable student evaluations: combined average of all courses during the evaluation period of 3.60 or higher on a 5-point scale
   b. Peer teaching observations that fall within an acceptable range (preponderance of positive comments and the absence of significant concern)
   c. Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable
   d. Success of student projects and presentation based on National Architectural Accreditation Board (NAAB) Student Performance Criteria (SPC)
   e. Record and documentation of student achievements
   f. Successful completion of design juries
   g. Instructional development through continued refinement of course syllabi and improvement of instruction
   h. Demonstrated record of professional development activities

5. Shall provide evidence of annual service activities, at least some of which involves a leadership role:
   a. Evidence of membership and active involvement on department, college, or university committees or other university service projects.
   b. Demonstrated active participation in professional service activities.
   c. Departmental recruitment activity
   d. Architecture and design outreach activities

6. Faculty members applying for promotion to Senior Lecturer are encouraged to include additional evidence of other professional activity that enhances their teaching or service performance.

Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

The Department of Architecture and Environmental Design follows the procedures stated in Part I of this document. The faculty member submits a dossier incorporating the Promotional Faculty Activity Report (P-FAR), curriculum vitae (CV) and supporting documents for review by the departmental NTTF Promotion Review Committee. The committee consist of faculty members who are above the rank of the faculty member being reviewed.

The dossier consists of the following items:

a. BGSU formatted Curriculum vitae
b. Promotional Faculty Activity Report and supporting materials
c. APR and EPR evaluations
d. Teaching portfolio with a narrative statement
e. Student evaluations
f. Peer teaching observations
g. Syllabi
h. Other artifacts demonstrating teaching effectiveness
i. Service portfolio containing a service narrative and supporting documentation of service effectiveness.

Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

The review of the probationary tenure-track faculty members is based upon three areas of performance: teaching, research/creative activity, and service. In order to acknowledge the discipline of architecture, the unit criteria take into account the variety of teaching methods used, the depth of scholarship, the amount of creative work produced, the quality of the research, and time devoted to service. For the TTF APRs and EPRs the Department applies the following criteria for teaching effectiveness, research/creative work, and service activities.

Standard for Annual Performance Reviews (APR) and Enhanced Performance Reviews (EPR) for TTFs

I.   Teaching Effectiveness
All of the following evidence of effective teaching are required for APRs except for the enhanced course activities that are additional requirement for EPRs:

Course Standard (Syllabus)	1) A clear statement of course expectations based on the National Architectural Accreditation Board (NAAB) Student Performance Criteria (SPC) 2) A schedule and methods of assessment 3) Indicators of support for student success (e.g. office hours, identification of support services such as the Learning Commons) Pedagogical efforts that engage students in the learning process
Course Management	1) Faculty contact information 2) Holding regular office hours (minimum four hours per week) 3) Posting of course syllabus and information regularly 4) Communicating with students regularly about course changes, class cancellations, change of location, etc.
Course Evaluations	1) Obtaining student quantitative evaluations of 3.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period.

	Obtaining acceptable student qualitative evaluations of written comments across all courses during the evaluation period that do not raise significant red flags that could indicate the instructor is not meeting minimal standards in the classroom.
Course Observations	1) Generally positive peer evaluations from reviewing faculty of a higher rank.
Enhanced Course Activities demonstrate successful engagement across the three-year period at least in 4 out of 8 areas	1) Involvement in graduate instruction 2) Teaching awards and distinctions 3) Letters of reference to assist student job placement, graduate applications or entry application for an award 4) Continuing refinement of course syllabi 5) Development of new course(s) 6) Document innovations in teaching 7) Record of directed undergraduate and graduate research 8) Professional development related to teaching

II. Research/Creative Work

Evidence of work towards a balanced portfolio within the context of the academy and profession of architecture and design is required to build an emerging reputation in the field. Measuring against the Department's four categories of performance (leading, major, standard, and modest), successful candidates for the EPR will generally have 2 leading, 1 major, and 1 standard pieces of evidence or the equivalent.

Leading	1) Publications in peer-reviewed journals or symposium volumes or performances/exhibitions in juried settings 2) Publication of books and monographs 3) Research grants awarded as principal investigator
Major	1) Peer-reviewed papers in published conference proceedings, including publication on pedagogy in architecture and related fields 2) Exhibited or published architectural design work at State/regional level 3) Co-Investigator on funded research grant 4) Development and review of recognized policy and practice guidelines in the profession or the academy.
Standard	1) Non-refereed professional journal articles 2) Non-refereed professional papers in published conference proceedings 3) Reviews of individual papers for journals and conferences (at least four for the period under consideration). 4) Rigorous attempts at obtaining grants (two in the review period) 5) Architectural projects recognized locally

| Modest | 1) Non-peer-reviewed or non-refereed publication and the documentation of specific contributions and accomplishments |
| | 2) Representing BGSU as faculty member at local and regional scholarly venue |

III. Service Activities

All of the following evidence of effective services are required annually both for APRs and EPRs:

Institutional	1) Continuous records of service on department, college, or university committees
	2) Support and coordination responsibilities for the department activities
	3) Departmental recruitment effort
Community	1) Record of involvement in architecture and design outreach
	2) Organization of community events
Professional	1) Record of involvement in professional organizations and/or societies
	2) Attendance at professional meetings and conferences

Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

The Department of Architecture and Environmental Design follows the procedures stated in Part I of this document. The Department of Architecture and Environmental Design and the departmental TTF review committee uses both the Annual Faculty Activity Report (A-FAR) and the Enhanced Faculty Activity Report (E-FAR) for their evaluation. The TTF departmental review committees consist of faculty members who are above the rank of the faculty member being reviewed.

Annual Performance Reviews (APRs)
The Department Chair facilitates the probationary faculty to be aware of the upcoming deadlines for submitting APRs and makes a reference to the departmental RTP policy. The faculty documents the accomplishments during the review period by means of the Annual Faculty Activity Report (A-FAR). The faculty member submits a dossier incorporating the A-FAR and curriculum vitae (CV).

Enhanced Performance Reviews (EPRs)
The candidate should approach the Department Chair for the deadlines and should be aware of the RTP policy well before the review process begins. The faculty member documents the accomplishments for the review period by means of the Enhanced Faculty Activity Report (E-FAR). The faculty member submits a dossier incorporating the E-FAR. The dossier consists of the following items:

      a. BGSU formatted Curriculum vitae
      b. APR evaluations
      c. Teaching portfolio with a narrative statement

     d. Student evaluations
     e. Peer teaching observations
     f. Syllabi
     g. Other artifacts demonstrating teaching effectiveness
     h. Research/ Creative Work portfolio containing a research/creative work narrative and supporting documentation of research/creative work effectiveness.
     i. Service portfolio containing a service narrative and supporting documentation of service effectiveness.

Unit Faculty Involvement in the TTF APR Process

Tenured faculty members have a major role in reviewing TTF APR submissions. The tenured members participate fully in the process of reviewing and providing feedback to the Chair about whether the candidate is making satisfactory progress towards tenure. The candidate's dossier is reviewed by the departmental voting faculty. Voting faculty comments are shared with the Department Chair, who composes a written recommendation to the Dean.

Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

Tenure and promotion to Associate Professor is premised on effective teaching, research productivity and creative activity, and meaningful service in the context of a professional program of architecture. Successful candidates will have established themselves as effective educators and able researchers or creators and who have regularly, promptly, and cooperatively fulfilled their various responsibilities to the Department, its programs, and its students.

Consistent with the discipline of Architecture and Environmental Design, a faculty member seeking the rank of Associate Professor:
a.   Shall have at least one of the following credentials at the time of application:
     i. Master of Architecture from a NAAB-accredited program at an accredited university or equivalent as determined by EESA-NCARB plus an advanced specialized degree in the areas of expertise as listed under number b.
     ii. Master of Architecture from a NAAB-accredited program at an accredited university or equivalent as determined by EESA-NCARB plus hold professional registration in architecture issued by National Council of Architectural Registration Boards (NCARB).
     iii. Bachelor of Architecture from a NAAB-accredited program and Master degree in the areas of expertise as listed under number b from an accredited university plus hold professional registration in architecture issued by National Council of Architectural Registration Boards (NCARB).
     iv. An earned doctorate in architecture from an accredited university.
b.   Shall have experience as an effective teacher in design studio and in at least one of the supporting areas of expertise:
     i. History and theory

   ii. Cultural studies/ humanities
   iii. Social sciences
   iv. Building sciences and technology
   v. Architectural design
   vi. Community engagement
   vii. Allied design fields

c. Shall provide evidence of effective teaching as documented in the APR's and EPR:

   i. Student evaluations that fall solidly within the acceptable: combined average of all courses during the evaluation period is typically 3.50 or higher on a 5-point scale
   ii. Peer teaching observations that fall within an acceptable range (preponderance of positive comments and the absence of significant concern)
   iii. Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable
   iv. Success of student projects and presentation based on National Architectural Accreditation Board (NAAB) Student Performance Criteria (SPC)
   v. Record and documentation of student achievements
   vi. Successful completion of design juries
   vii. Instructional development through continued attention to refinement of course syllabi and improvement of instruction
   viii. Demonstrated record of professional development activities
   ix. Supervision of both undergraduate and graduate student research
   x. Thesis, Major Professor equivalent to thesis design studio
   xi. Thesis, Member of reading and examining committee
   xii. Thesis, Member of reading committee

d. Shall have demonstrated the ability to do scholarly work through research and creative activities at a minimum production of: four (4) leading works, three (3) major works, and three (3) standard works or the equivalent. The following guidelines govern the promotion review process.

  o The review will use the four classes of significance for the research and creative activities within the context of the academy and profession of architecture: a) leading, b) major, c) standard, and d) modest.
  o The four classes of significance are broadly based on the contemplated rigor of the work vetting process, the standing of the venue of dissemination, and the anticipated impact.
  o The role of the faculty in completing collaborative works with others factors in in the evaluation process.
  o A work item can be fulfilled by another work item of higher class, but not with a work item of lower class.
  o The work items in the table below are influenced by the tenure and promotion guidelines published by the Association of Collegiate Schools of Architecture (ACSA).
  o The information contained in the table below constitute the default framework for matching work items with classes of significance. However, work items presented by the faculty will go through a further departmental vetting to assure their merits before the determination of a final significance class.

○ Any work item submitted by the faculty that is not plainly listed in the table can be considered at the discretion of the Department.

(1)	**Publications**	
	Books authored	leading
	Books edited	leading
	Peer-reviewed journal articles	leading
	Chapter in books	major
	Peer-reviewed papers in published conference proceedings	major
	Non-peer-reviewed professional journal articles	standard
	Non-refereed papers in published conference proceedings	standard
	Book reviews	standard
	Bulletins or reports (written reports to clients, published planning reports, etc.)	modest
	Conference papers presented without a published counterpart, including posters	modest
(2)	**Creative contributions through publication, awards, exhibits, testimonies, etc.)**	
	Design projects performed as individual architect equivalent to architectural projects recognized nationally or internationally	leading
	Site-specific design projects equivalent to architectural projects recognized regionally or at State level	major
	Development and review of policy and practice guidelines	major
	Speculative work of unbuilt projects	major
	Exhibited or published architectural design work	major
	Architectural projects recognized locally	standard
	Expert Testimony in court	standard
	Consultations and outside contracts	modest
(3)	**Grants received for research**	
	$25,000 or more (including cumulative grants from external sources)	leading
	$20,000(including cumulative grants from external sources)	major
	$10,000 (including cumulative grants)	standard
	$5,000 (including cumulative grants)	modest
(4)	**Recognitions and outstanding achievements**	
C	Awards of the Fulbright Specialist Program caliber	leading
	Citations in publications by others (at least four for the period under consideration)	major
	Awards of the Fulbright U.S. Scholar Program caliber	major
	Awards from professional societies (for service & support)	standard

(6)	**Editorship or editorial board membership**	
	A journal editor	leading
	Editorial board member	major
	Reviews of individual books, manuals and reports	major
	Reviews of individual papers for journals and conferences (at least four for the period under consideration).	standard
(7)	**Invited lectures & participation**	
	Invited lectures external (at least three for the period under consideration).	major
	Invited lectures internal (at least three for the period under consideration).	standard
	Invited design review panelist (at least three for the period under consideration).	standard

e.   Shall provide evidence of annual service activities:
   i.   Evidence of continuous membership and active involvement on department, college, or university committees or other university service projects.
   ii.   Demonstrated active participation in professional service activities.
   iii. Demonstrated leadership in representation of the department
   iv.   Departmental recruitment activity
   v.   Architecture and design outreach activities
   vi.   Organization of community events
   vii. Attendance at professional meetings and conferences

Criteria for Promotion from Associate Professor to Professor
Promotion to Professor is premised on an established reputation in teaching, research and creative activity, and service in the context of a professional program in architecture. Successful candidates will have established themselves as distinguished educators and reputed researchers or creators who have regularly, promptly, and cooperatively fulfilled their various responsibilities to the Department, its programs, and its students.

Consistent with the discipline of Architecture and Environmental Design, a faculty member seeking the rank of Professor:
a.   Shall have at least one of the following credentials at the time of application:
   i.   Master of Architecture from a NAAB-accredited program at an accredited university or equivalent as determined by EESA-NCARB plus an advanced specialized degree in the areas of expertise as listed under number b.
   ii.   Master of Architecture from a NAAB-accredited program at an accredited university or equivalent as determined by EESA-NCARB plus hold professional registration in architecture issued by National Council of Architectural Registration Boards (NCARB).
   iii. Bachelor of Architecture from a NAAB-accredited program and Master degree in the areas of expertise as listed under number b from an accredited university plus

           hold professional registration in architecture issued by National Council of
           Architectural Registration Boards (NCARB).

    iv.   An earned doctorate in architecture from an accredited university.

b.   Shall have extensive experience as an effective teacher in design studio and in at least one of the supporting areas of expertise:

    i.   History and theory
    ii.   Cultural studies/ humanities
    iii.   Social sciences
    iv.   Building sciences and technology
    v.   Architectural design
    vi.   Community engagement
    vii.   Allied design fields

c.   Shall provide evidence of effective teaching:

    i.   Acceptable student evaluations: combined average of all courses during the evaluation period is typically 4.00 or higher on a 5-point scale
    ii.   Acceptable peer teaching observations (preponderance of positive comments and the absence of significant concern)
    iii.   Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable
    iv.   Success of student projects and presentation based on National Architectural Accreditation Board (NAAB) Student Performance Criteria (SPC)
    v.   Record and documentation of student achievements
    vi.   Successful completion of design juries
    vii.   Sustained evidence of teaching leadership through mentoring of junior faculty; curriculum development; or other activities
    viii.   Sustained instructional development through continued attention to refinement of course syllabi and improvement of instruction
    ix.   Demonstrated record of professional development activities
    x.   Supervision of both undergraduate and graduate student research
    xi.   Thesis, Major Professor equivalent to thesis design studio
    xii.   Thesis, Member of reading and examining committee
    xiii.   Thesis, Member of reading committee

d.   Shall have demonstrated the ability to do scholarly work as demonstrated research and creative activities that is recognized at minimum production of five (5) leading works, four (4) major works and four (4) standard works or the equivalent since tenure and promotion to Associate Professor. The following guidelines govern the promotion review process.

    o   The review will use the four classes of significance for the research and creative activities within the context of the academy and profession of architecture: a) leading, b) major, c) standard, and d) modest.
    o   The four classes of significance are broadly based on the contemplated rigor of the work vetting process, the standing of the venue of dissemination, and the anticipated impact.
    o   The role of the faculty in completing collaborative works with others factors in in the evaluation process.

- o A work item can be fulfilled by another work item of higher class, but not with a work item of lower class.
- o The work items in the table below are influenced by the tenure and promotion guidelines published by the Association of Collegiate Schools of Architecture (ACSA).
- o The information contained in the table below constitute the default framework for matching work items with classes of significance. However, work items presented by the faculty will go through a further departmental vetting to assure their merits before the determination of a final significance class.
- o Any work item submitted by the faculty that is not plainly listed in the table can be considered at the discretion of the Department.

(1)	**Publications**	
	Books authored	leading
	Books edited	leading
	Peer-reviewed journal articles	leading
	Chapter in books	major
	Peer-reviewed papers in published conference proceedings	major
	Non-peer-reviewed professional journal articles	standard
	Non-refereed papers in published conference proceedings	standard
	Book reviews	standard
	Bulletins or reports (written reports to clients, published planning reports, etc.)	modest
	Conference papers presented without a published counterpart, including posters	modest
(2)	**Creative contributions through publication, awards, exhibits, testimonies, etc.)**	
	Design projects performed as individual architect equivalent to architectural projects recognized nationally or internationally	leading
	Site-specific design projects equivalent to architectural projects recognized regionally or at State level	major
	Development and review of policy and practice guidelines	major
	Speculative work of unbuilt projects	major
	Exhibited or published architectural design work	major
	Architectural projects recognized locally	standard
	Expert Testimony in court	standard
	Consultations and outside contracts	modest
(3)	**Grants received for research**	
	$25,000 or more (including cumulative grants from external sources)	leading
	$20,000(including cumulative grants from external sources)	major
	$10,000 (including cumulative grants)	standard

		$5,000 (including cumulative grants)	modest
(4)	**Recognitions and outstanding achievements**		
		Awards of the Fulbright Specialist Program caliber	Leading
		Citations in publications by others (at least four for the period under consideration)	major
		Awards of the Fulbright U.S. Scholar Program caliber	major
		Awards from professional societies (for service & support)	standard
(6)	**Editorship or editorial board membership**		
		A journal editor	leading
		Editorial board member	major
		Reviews of individual books, manuals and reports	major
		Reviews of individual papers for journals and conferences (at least four for the period under consideration).	standard
(7)	**Invited lectures & participation**		
		Invited lectures external (at least three for the period under consideration).	major
		Invited lectures internal (at least three for the period under consideration).	standard
		Invited design review panelist (at least three for the period under consideration).	standard

e. Shall provide evidence of annual service activities:
   i. Sustained and distinguished record of membership and active involvement on department, college, or university committees or other university service projects.
   ii. Demonstrated active participation in professional service activities.
   iii. Demonstrated leadership in representation of the department.
   iv. Departmental recruitment activity.
   v. Architecture and design outreach activities.
   vi. Organization of community events.
   vii. Attendance at professional meetings and conferences.

Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

The granting of tenure and promotion to Associate Professor or promotion to Professor represents a prediction about the future contributions of a candidate and a commitment on the part of the Department and the University to their constituents for continued academic excellence. A compelling body of evidence for excellence in teaching, research and creative activity, and service presented in a coherent format is, therefore, indispensable. The Department expects this evidence to be documented and submitted in a portfolio format. Candidates should submit a dossier incorporating a Tenure and Promotion Faculty Activity Report (TP-FAR); curriculum vitae; a portfolio (consisting of teaching, research and creative work, and service components); and at least three external review letters to be reviewed by

the departmental tenure and promotion review committee and the Chair. The dossier supports the application for combined tenure and promotion to Associate professor; or the application for promotion to Professor.

1. The Portfolio and External Letters
1.1. Teaching Portfolio

The Teaching Portfolio must demonstrate a candidate's teaching qualifications and strengths in support of tenure and promotion applications. The breadth and depth of teaching portfolio materials shall be informed by Teaching Effectiveness expressed in terms of: Evaluation of Undergraduate Instruction; Evaluation of Graduate Instruction, Evaluation of Instructional Development and Pedagogical Innovation; and Evaluation of Other Contributions to Student Learning and Related Scholarship of Engagement. It is up to the discretion of the faculty who seeks tenure and promotion to organize and keep their teaching portfolio up to date.

1.2 Research and Creative Work Portfolio

The Research and Creative Work Portfolio must demonstrate a candidate's research and creative work qualifications and strengths in support of tenure and promotion applications. The breadth and depth of research and creative work portfolio materials shall be informed by the Research and Creative Work expressed in terms of: Evaluation of Publications/Presentations/Exhibits; Evaluation of Sponsored Program Extramural Support for Research or Creative Work; and Evaluation of Scholarly Engagement, Professional Development, and Disciplinary Recognition. It is up to the discretion of the faculty who seeks tenure and promotion to organize and keep their research and creative work portfolio up to date.

1.3 Service Portfolio

The Service Portfolio must demonstrate a candidate's service qualifications and strengths in support of tenure and promotion applications. The breadth and depth of service portfolio materials shall be informed by the Service Activities expressed in terms of: Evaluation of Institutional Service; Evaluation of Internal and External Community Service; and Evaluation of Professional Service. It is up to the discretion of the faculty who seeks tenure and promotion to organize and keep their service activities portfolio up to date.

1.4 External Letters

External evaluations will be solicited according to the standard protocol outlined by the Provost's Office.

The Department of Architecture and Environmental Design employs the Tenure and Promotion Faculty Activity Report (TP-FAR). The candidate should approach the Department Chair for the deadlines and should be aware of the RTP policy well before the procedure starts. The faculty member documents the accomplishments for the TPR period by means of the Tenure and Promotion Faculty Activity Report (TP-FAR). The faculty member submits a dossier incorporating the TP-FAR, and also consists of the following items:

a. BGSU formatted Curriculum vitae
b. APR and EPR evaluations
c. Teaching portfolio with a narrative statement
d. Student evaluations
e. Peer teaching observations
f. Syllabi
g. Other artifacts demonstrating teaching effectiveness
h. Research/ Creative Work portfolio containing a research/creative work narrative and supporting documentation of research/creative work effectiveness.
i. Service portfolio containing a service narrative and supporting documentation of service effectiveness.

Approved by the Department of Architecture and Environmental Design at the October 28, 2017 Faculty Meeting.

_____   Date ___10/28/17___

Andreas Luescher, Interim Chair

Approved: _____   Date ___10/30/17___

Venu Dasigi, Interim Dean of College of TAAE

Approved: _____   Date ___11/5/17___

Rodney Rogers, Provost/ Senior VP